



Michigan Developmental Disabilities Council

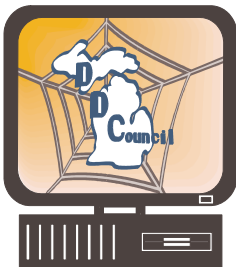


Information and Tools for RFP Package 2009.B.

For use in developing a DD Council grant proposal from RFP 2009.B

Table of Contents

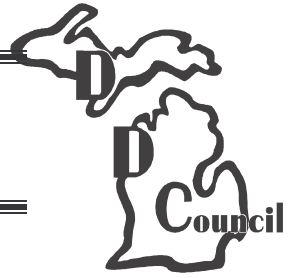
1. RICCs (Regional Interagency Coordinating Committees)	1
1.A. What Are RICCs?	3
1.B. 2009 RICC List	5
2. About DD Council Grants	11
3. Using People First Language	15
Using People First Language	17
4. Checklists.....	25
4.A. Checklist of General Requirements	27
4.B Checklist for <i>Including Our Neighbors</i>	29
4.C. Sustainability Checklist	33
5. Vendor Registration with the State of Michigan.	37
6. Information Specific to <i>RFP 2009.B</i>	39
What Do The Principles Of Self-Determination Mean For Me?	41
Seattle Stories.....	43



On the Web: This package and all other information, forms and tools needed to develop or review a proposal for a grant from the Michigan DD Council are available from our web site:
www.Michigan.gov/DDCouncil



1. RICCs (Regional Interagency Coordinating Committees)



1.A. What Are RICCs?

1.B. 2009 RICC List



1.A. What Are RICCs?

RICC stands for “Regional Interagency Consumer Committee.”

A RICC is a local, grassroots, group of people with developmental disabilities, their friends, and family members. Membership is also extended to local advocates, community leaders and service providers. There are more than 50 RICCs statewide and the number is growing.

Historically, RICCs have had three main functions: (1) to provide a forum for addressing local issues; (2) advocating for needed changes in the community, and (3) to inform the DD Council about local conditions for people with developmental disabilities.

An Effective Means

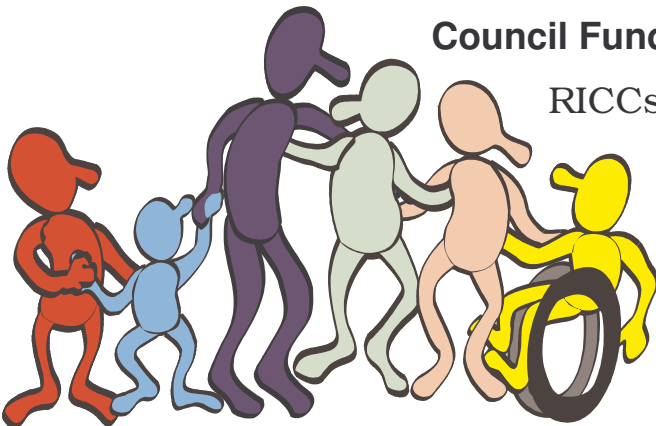
Over the past 30 years, RICCs in Michigan have proven to be a very effective means of changing local systems and the way communities interact with people with disabilities. Many are strong centers for self-determination.

Through local programs, networking, political action and hands-on advocacy, RICCs work to see people taking control of their own lives by making their own choices.

A RICC’s activities and influence are usually concentrated in a county or multi-county region of the state. Each RICC helps people with disabilities to become leaders in advocacy in the local communities it serves.

What makes a RICC so effective at the grassroots level? RICCs join with allies, such as centers for independent living, Arc chapters, and other resources to make changes in their community. A RICC can be its community’s most effective champion for change. A RICC can also help its members learn critical information, build confidence and develop leadership skills.

Council Funds And Supports



RICCs are funded and supported by the Michigan Developmental Disabilities Council. Council grants provide their operating funds. The community service specialist who supports and guides the RICC activities around the state is a member of the DD Council staff.

1.A. What Are RICCs?

RICCs build community coalitions, sponsor workshops, provide training and support to rally around issues. RICCs are charged with recognizing the diversity within each Michigan community and addressing the needs of culturally diverse people with disabilities.

Another form of RICC grant activity is the RICC-Endorsed Community Mini-Grant. This can be as much as \$12,000 and requires endorsement from the local RICC.

Areas Of Emphasis

A RICC's priorities reflect the Council's. Among the areas of emphasis are transportation, education, recreation, employment, housing and health.

RICCs welcome your involvement. New RICCs are forming all the time. Contact the Council office for more on these effective advocacy coalitions.

For more information, please contact the DD Council by phone – 517-334-6123, by TDD – 517-334-7354. Our address is: 1033 S. Washington Ave., Lansing, MI 48910. Our website is: www.michigan.gov/ddcouncil.

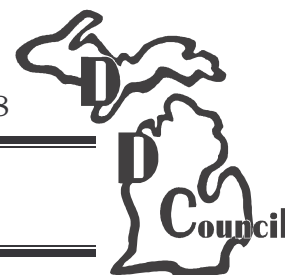
2006

Our Community Includes Everyone



Michigan Developmental Disabilities Council





1.B. 2009 RICC List

Alger-Marquette

Lindsay Griffith
806 Kaye St
Marquette, MI 49855
Phone: 906-228-0416

Colin Van
129 W. Baraga, Suite H
Marquette, MI 49855
Phone: 906-228-5744
Fax: 906-228-5573
covan@upsail.com

Allegan

Karen McKean
277 North St.
Allegan, MI 49010
Phone: 269-673-5092
ext 4668
Fax: 269-686-4601
kmckean@accmhs.org

Stephanie Trimm
6023 Litchfield Lane
Kalamazoo, MI 49009
Phone: 269-375-0054

Alpena

Christine DesOrmeau
5328 US 23 North
Apt #1
Alpena MI 49707
989-356-4273
cdesormeau@nemichigan.com

Alpena, continued

Margie Hale-Manley
400 Johnson St
Alpena, MI 49707
Phone: 989-358-7871
Fax: 989-354-5898
mmanley@nemcmh.org
Ed LaFramboise
634 Caring St
Hillman, MI 49766
Phone: 989-358-7604
Fax: 989-742-4142
elaframboise@nemcmh.org

Arenac

Linda Simons
5180 Edie Rd.
Sterling, MI 48659
Phone: 989-846-6500
ext. 11

Michelle Simons
5180 Edie Rd.
Sterling, MI 48659
Phone: 989-846-6500
ext. 11

Baraga

Susan Meyer
120 E. Broad St., Apt #4
L'Anse, MI 49946
Phone: 906-524-2414

Baraga, continued

Ben Ransom
320 E. Baraga Ave.
L'Anse, MI 49946
Phone: 906-524-4800

Mick Sheridan
15644 Skanee Rd.
L'Anse, MI 49946
Phone: 906-524-5885
Fax: 906-524-5866
msheridan@cccmh.org

Bay

Kevin Griffith
201 Mulholland
Bay City, MI 48708
Phone: 989-895-2212
kgriffith@babha.org

Joseph Gobeski
1898 N. Villa Ct.
Essexville, MI 48732
Phone: 989-791-0767

Berrien

Heather Holloway
601 Port, Apt 203
St. Joseph, MI 49085
Phone: 269-983-0918
heatherholloway@att.net

Kathy Ellis
133 E. Napier Ave.,
Suite 231
Benton Harbor, MI
49022
Phone: 269-925-6422
kellis@miconnect.org



Berrien, continued
 Diana Miller; 300 River
 Terrace, Apt 901
 Benton Harbor, MI
 49022
 Phone: 269-925-7141
dsm6584@yahoo.com

Calhoun
 Lori Lake; 3 Laura Lane
 Battle Creek, MI 49017
 Phone: 269-969-7740
ljlake@drc@aol.com

Tracy Shaw
 124 E. Jane St.
 Bellevue, MI 49021
 Phone: 269-763-3487
Mommanurse1991@yahoo.com

Kim Hommerding
 217 Hamblin Ave.
 Battle Creek, MI 49017
 Phone: 269-969-7740
arccalhoun@aol.com

Capitol Area (Lansing Metro)
 Heather Pilot
 Phone: 517-323-1017
Hpilot_82@yahoo.com



Central Michigan
 Shad Welke
 2426 Parkway Dr.
 Mt. Pleasant, MI 48858
 Phone: 989-773-6918
swelke@mmionline.com

Dennis Fox
 2258 Enterprise Dr.
 Mt. Pleasant, MI 48858
 Phone: 989-944-4375
dennisf4@verizon.net

Holly LaBelle
 2258 Enterprise Dr.
 Mt. Pleasant, MI 48858
 Phone: 989-779-4421
labelleh@michigan.gov

Cheboygan
 Josh Workman
 800 Livingston Blvd 2B
 Gaylord, MI 49735
 Phone: 989-732-6295

Katy Moxie
 800 Livingston Blvd 2B
 Gaylord, MI 49735
 989-732-6295 Ext 3620
kmoxie@norcocomh.org

Martha Swartz
 800 Livingston Blvd 2B
 Gaylord, MI 49735
 Phone: 989-732-6292

Copper Country
 Kevin Store
 23390 Airpark Blvd.
 Calumet, MI 49913
 Phone: 906-482-6142
 Fax: 906-482-6133
knstore@vocstrat.org

Copper Country,
 continued
 Jeffrey Tormola
 23390 Airpark Blvd.
 Calumet, MI 49913
 Phone: 906-482-6142

Lois Weber
 PO Box 270
 Hancock, MI 49930
 Phone: 906-482-6245
lweber@copperisd.org

Delta
 James Vicenzi
 Lakestate Industries
 PO Box 279
 Escanaba, MI 49829
 Phone: 906-786-9212
jvicenzi@charterinternet.com

Bonnie Champeau
 2414 8th Ave. S, #101
 Escanaba, MI 49829
 Phone: 906-789-5783

Lisa Valiquette
 Pathways
 2820 College Ave.
 Escanaba, MI 49829
 Phone: 906-233-1294
ccollins@pathways.org

Eastern UP
 Bernita Sibbald
 3865 S. Mackinac Trail
 Sault Ste Marie, MI
 49783
 Phone: 906-635-9745
 Fax: 906-632-1163
sibbald@sault.com

Eastern UP, continued

Kathy Kramer
1708 Meridian, Apt C-15
Sault Ste Marie, MI
49783
Phone: 906-635-8228
Fax: 906-632-1163

Kim Jarvie
3865 S. Mackinac Trail
Sault Ste Marie, MI
49783
Phone: 906-635-3749
Fax: 906-632-1163
kjarvie@sault.com

Genesee

Kathy McGeathy
3600 S. Dort Hwy,
Suite 54
Flint, MI 48507
Phone: 810-742-1800
Kathym@disnetwork.org

Christine Hodgson
3210 Woodvalley
Flushing, MI 48433
Phone: 810-487-1025

Grand Traverse

Todd Belanger
3011 Garfield Rd. #35
Traverse City, MI 49686
Phone: 231-360-5109
or 231-930-2034
belanger392007@hotmail.com or
belanger3868@aim.com

Jeremy Wolf
7288 Bott Rd.
Buckley, MI 49620
Phone: 231-263-5214
polarisfan82@yahoo.com

Huron

Kathy Champagne
1700 N. Van Dyke
Bad Axe, MI 48413
Phone: 989-269-2968
ext 353
kathyc@huroncmh.org

Melissa Schember
1320 Pitt Rd.
Bad Axe, MI 48413
Phone: 989-269-5796

Laurie White
1108 S. Van Dyke
Bad Axe, MI 48413
Phone: 989-269-2692
ext 350
laurie@huroncmh.org

Iosco

Sue Parent; PO Box 218
Oscoda, MI
Phone: 989-739-1469
Fax: 989-739-9901
Sparent@centurytel.net

Diane Lutman
PO Box 218
Oscoda, MI

Jackson

Jim Cyphers
920 Adrian St.
Jackson, MI 49203
Phone: 517-788-6384
jim@disabilityconnect.org

Amber Phenix
506 Quarry St.
Jackson, MI 49201
Phone: 517-812-1803
phenixsumshine@aol.com

Jackson, continued

Barbara Freysinger
PO Box 1978
Jackson, MI 49204
Phone: 517-784-4426
potdevhome@aol.com

Kalamazoo

Junett Bradshaw
1421 Lane Blvd. #1
Kalamazoo, MI 49007
Phone: 269-344-0062

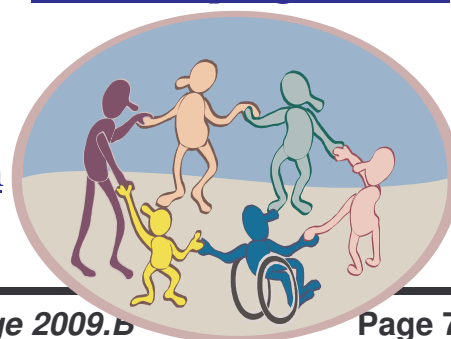
Michelle McGowen
517 E. Crosstown Pkwy
Kalamazoo, MI 49001
Phone: 269-345-1516
mmcgowen@drccil.org

Kent

Duane Derochey
1138 Heron Ct, Apt A
Grand Rapids, MI 49505
Phone: 616-451-9065
lderochey@altelco.net

Robyn Saylor
1319 Leonard, #101
Grand Rapids, MI 49505
Phone: 616-454-8658
sunrisementorshipministries@yahoo.com

Clark Goodrich
4634 N. Brenton, #117
Kentwood, MI 49508
Phone: 616-656-0356
weaseladapt@gmail.com



Lenawee

Kristen Columbus
211 Burt St
Tecumseh, MI 49286
Phone: 517-424-5642
kebc77@yahoo.com

Mike Glisson
724 Treat Street
Adrian, MI 49221
Phone: 517-438-3518

Scott Whitehouse
431 Baker St.
Adrian, MI 49221
Phone: 517-265-2410
imurkk@yahoo.com

Livingston

Cedar Butler
PO Box 561
Hartland, MI 48853
Phone: 248-889-3646

Patti Nowak
1044 Durant Dr.
Howell, MI 48843
Phone: 517-546-1228
pnowak@arclivingston.org

Macomb

Kathleen Kunz_Pielack
9974 Dixie Hwy.
Ann Arbor, MI 48004
Phone: 586-716-9920
kpielack@sbcglobal.net

Janet Rud
95 S. Rose, Suite C
Mt. Clemens, MI 48043
Phone: 586-465-8500
KendraCasper14@yahoo.com

Macomb, continued

Stephanie Hess
50683 Design Lane
Shelby Twp, MI 48315
Phone: 586-254-5056
sjhess515@yahoo.com

Manistee

Sheryl Kuenzer
273 Sixth Ave. Apt 311
Manistee, MI 49660
Phone: 231-398-3379
sherylfrog@yahoo.com

Tana Baker
1100 Chery Rd., Apt 2
Manistee, MI 49660
Phone: 231-398-9542

Deborah Krieger
395 Third St.
Manistee, MI 49660
Phone: 231-309-1806
dkrieger@mbcmh.org

George Ott
6051 Frankfort Hwy.,
Suite 300
Benzonia, MI 49616
Phone: 231-882-2158
gott@mbcmh.org

Midland

Teresa Oliver
5220 Hedgewood, #904
Midland, MI 48640
Phone: 989-839-7548
iwantahug@charter.net

Janet Yuergens
333 W. Ellsworth
Midland, MI 48640
Phone: 989-837-6908
jyuergen@midland-mi.org

Midland, continued

Mark Oliver
5220 Hedgewood, #904
Midland, MI 48640
Phone: 989-839-7548
mdoliver@charter.net

Muskegon

Jay Ann Ruel
3054 Wellwood
Muskegon, MI 49441
Phone: 231-343-5321
jayofbird@aol.com

Joyce Brady
1429 Wood Creek
Muskegon, MI 49441
Phone: 231-755-6441

Sandra Kotecki
376 Apple Ave.
Muskegon, MI 49442
Phone: 231-724-1368
kotecki@cmhs.co.muskegon.mi.us

Newaygo

Sheryl Johnson
370 DeWitt, Apt 29
Fremont, MI 49412
Phone: 231-924-1562

Todd Koopmans
1314 Windridge Lane
Fremont, MI 49412
Phone: 231-924-9336
koopmans@ncats.net

Cassie Gilliland
611 Patt St.
Freemont, MI 49412
Phone: 231-924-3352
McKel74@hotmail.com

Northern Area

Sarah Jones
145 N. Court St. #3
Gaylord, MI 48735
Phone: 989-619-1778
sarahmjones12@yahoo.com

Fred Sharp
149 Karlee Ave.
Gaylord, MI 48735
Phone: 989-731-5220
Fax: 989-732-0780
fredsharp31@hotmail.com

Don Trout
800 Livingston Blvd 2B
Gaylord, MI 48735
Phone: 989-732-6295
ext 3613
Fax: 989-732-0780
dtrout@norcocomh.org

Oakland

Dawn Pischel; 570
Kirts Blvd., Suite 231
Troy, MI 48083
Phone: 248-928-0111
dpischel@chninc.net

Troy Butler
Phone: 248-689-9098

Ogemaw

Tammy Pacione
511 Griffin St.
West Branch, MI 48661
Phone: 989-345-3093
Pat.kaseman@avcmh.org

Don Lehman
511 Griffin St.
West Branch, MI 48661
Phone: 989-345-3093

Ogemaw, continued

Paul Joslin
511 Griffin St.
West Branch, MI 48661
Phone: 989-345-3093

Ontonagon

Arnie Bolo
201 Cane Court
Ontonagon, MI 49953
Phone: 906-884-6794
arniejbolo@yahoo.com

Hannah Platzke
9494 Calderwood Rd.
Trout Creek, MI
hepdiva86@aol.com

Sue Ernest
421 Minn Ave.
Ontonagon, MI 49953
Phone: 906-884-4808
simplysue2@hotmail.com

Ottawa

James Holley
11875 Waverly Meadow
Holland, MI 49424
Phone: 616-786-0482

Connie Holley
11875 Waverly Meadow
Holland, MI 49424
Phone: 616-786-0482

Linda VanOpynen
661 136th Ave, Suite 90
Holland, MI 49424
Phone: 616-738-8570
linda@arc-resources.org

Saginaw

Angie Irish
500 Hancock
Saginaw, MI 48602
Phone: 989-797-3481
airish@sccmha.org

Kelvin Layton
1314 Hancock
Saginaw, MI 48601
Phone: 989-249-1757

Sanilac

Julie Osteriech
7450 Brockway
Melvin, MI 48454
Phone: 810-387-2452

Leona Jones
7450 Brockway
Melvin, MI 48454
Phone: 810-387-2457

Dustin Hoff
103 Sanilac Ave, Suite 3
Sandusky, MI 48471
Phone: 989-673-3678
dustinhoff@bwcil.org

Shiawassee

Thomas Holley
507 S. Washington St.,
Apt #13
Owosso, MI 48867
Phone: 989-723-7375
ricc@michonline.net

Brent Stone
616 S. Shiawassee St.
Owosso, MI 48867
Phone: 989-295-0890
brestone24@aol.com

Shiawassee, continued
MaLissa Schutt
1905 W. M21
Owosso, MI 48867
Phone: 989-723-7377
stvp@michonline.net

St. Clair

Paul Adams
816 Johnstone
Port Huron, MI 48606
Phone: 810-982-8381
dparker@thearcsc.org

Joe Savalle
9852 Rynn Rd.
Avoca, MI 48006
Phone: 810-384-8260

Jim Fortushniak
1033 26th St.
Port Huron, MI 48060
Phone: 810-982-2225
jfortushniak@thearcsc.org

Van Buren

Oakley Peters
PO Box 177
Bangor, MI 49013
Phone: 269-427-6650

Heather Bowser
PO Box 177
Bangor, MI 49013
Phone: 269-427-6650
rbowser@vbcmh.com

Van Buren, continued
Heather Clubb
PO Box 177
Bangor, MI 49013
Phone: 269-427-6650

Washtenaw

Robin Sefton
3074 Williamsburg Rd.
Ann Arbor, MI 48108
Phone: 734-975-0619
rseft@yahoo.com

Calisa Reid
12805 Whittaker Rd.
Whittaker, MI 48190
Phone: 734-971-0277
ext 10
washtenawricc@yahoo.com

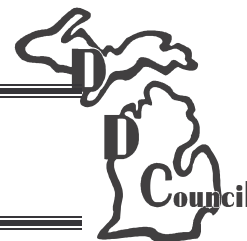
Washtenaw, continued
Jennifer Chapin-Smith
3941 Research Park Dr.
Ann Arbor, MI 48108
Phone: 734-974-0277
ext 23
jchapin@aacil.org

Wayne

Henry Johnson
51 W. Hancock
Detroit, MI 48235
Phone: 313-831-3693
thearcdetroit@aol.com

Andre Robinson
4 Alexandrine, Apt 106
Detroit, MI 48202
Phone: 734-467-7600
andrerob@hotmail.com





2. About DD Council Grants . . .

Understanding why the Michigan Developmental Disabilities Council (DD Council) makes grants and how it administers RFPs, can help you decide whether to respond to a DD Council RFP. It may also improve your chances of writing a winning proposal.

Plan and RFP Process: the DD Council awards grants **only** to carry out strategies in its *Five-Year Strategic Plan*. Its competitive request for proposal (RFP) process is designed to bring in the proposals and select the projects that are most likely to achieve its targeted outcomes.

The DD Council does not encourage unsolicited proposals
and cannot assure review or consideration for proposals developed outside its planning and request for proposals process.

Values: The DD Council is a systems advocate. Its grants program is one of its tools for changing the way systems support people with developmental disabilities. The Council's objectives are increased support for:

- **Self-determination** and
- **Community inclusion and participation** for people with disabilities, including those in minority and culturally distinct populations.

DD Council grants support **only** projects to make these values the reality for people with disabilities and their families. Grant projects must work in accord with these principles and may not operate in segregated “disability-only” settings.

Methods: The Council's methods stress:

- **Collaboration:** Many DD Council projects require collaboration and/or coalition. Individuals, groups or agencies working in isolation rarely accomplish systems change. Collaboration is always an asset to a grant proposal.
- **Consumer Participation:** All DD Council projects must assure participation by people with DD and their families, including those in minority and culturally distinct populations, in developing, operating and evaluating the project. Every grant proposal must describe how

people with disabilities and their families participated in developing the proposal and specify their role in doing and evaluating it.

- **Outreach and cultural sensitivity.** Every grant proposal must include a plan for outreach to minority populations and plans for assuring cultural competence in doing and evaluating the project.

Outcomes and Sustainability: The Council has a small budget to influence a complex system. Proposals must show how the project would get the desired results and how improvements would be sustained beyond the grant period.

- DD Council projects must evaluate their activities and achievements. Proposals must show how the project would achieve the targeted outcomes, and how it would measure and document its successes.
- Proposals must describe how capacity developed under the grant will continue and how other improvements will be sustained after the end of the grant.

Process for Reviewing Proposals and Awarding Grants:

The DD Council uses a multi-level review process to select, as objectively as possible, the proposals best suited to supporting its goals. It includes:

Check ALL copies of your proposal. Reviewers have difficulty understanding, or recommending, proposals with missing or out-of-order pages.

- **(Optional) Technical assistance and review of drafts:** DD Council staff is available during regular business hours, as time allows, to answer questions, discuss project concepts, and review draft materials. To assure a thorough review, (with response in time for you to use any suggestions) get your draft in well ahead of the RFP deadline.
- **Pre-Review Screening.** A proposal goes to the full review process only if it arrives at the Council office **by the RFP deadline**, with:
 - o A complete original proposal, appropriately signed, and 15 complete copies, including:
 - o **All** the elements specified in the instructions and the RFP, with each clearly labeled, and:
 - o In readable type and format, *without* complex bindings that cannot be removed one-handed.



- **The Review Group** is made up of volunteers who have a deep commitment to the Council's mission and a broad range of expertise and experience. It will include:
 - o At least one DD Council member and one member of the Council's Program Committee, whenever possible.
 - o At least one person with a disability and a family member, especially those whose lives might be affected by the type of project(s).
 - o Representatives of minority and culturally distinct populations.
 - o Subject matter experts (e.g., experts in employment, housing, or community services, depending on the type of project), including service providers, state agency representatives and at least one person with evaluation expertise, whenever possible.
 - o One or more RICC members and representatives of local service agencies for local projects.
- **It is important to remember** that there will be reviewers who will **NOT**:
 - o Understand professional jargon or the technical language of your particular field;
 - o Recognize acronyms, especially those for local agencies in your area;
 - o Know about your organization's history and reputation.
- **On the other hand**, there **WILL** be reviewers who:
 - o Object to being labeled because of their disability;
 - o Prefer "People First" language; ("Person with a disability," not "Disabled person.")
 - o Take offense at language that demeans or talks down to people with disabilities and their family members.

"Grant reviewers [surveyed] believed that organizational mission, proposed consumer involvement, and proposed diversity outreach ... are all-important criteria for ... who should receive funding."

-- Recent report from the *Evaluation of DD Council Activities*.



3. Using People First Language

In Proposals for Michigan Developmental Disabilities Council Grants



Our Community Includes Everyone



Michigan Developmental Disabilities Council



Using People First Language



Purpose

This document provides guidance to those preparing grant proposals for the Michigan Developmental Disabilities Council's (DD Council's) grants program. For people seeking guidance on how to talk about disability issues in other arenas, the references listed at the end of this document may provide more specific information.

Background

In the past, people with disabilities have often been pitied, feared or ignored. Many heartwarming, inspirational media stories actually reinforced stereotypes, leading their audience to patronize people with disabilities and underestimate their abilities. Often, people with disabilities were sent away to "special schools" and institutions, to live isolated from society. All of this contributed to discrimination and limited the opportunities available to them. People with disabilities were identified by their disability label first, and their other qualities often went unrecognized.

Social movements in the 1960s and 1970s targeted peace, free speech, social and economic justice, women's liberation and civil rights for African Americans and other minorities. Cross-disability rights activism, encouraged by the examples of the African-American civil rights and women's rights movements, did not emerge on a broad scale until the late 1960s. Gradually, people with disabilities began to move out of institutions, with the aim of finding homes and jobs and living in the community alongside the rest of us. Progress has been uneven, and people with



disabilities still face many obstacles in their efforts to claim full citizenship. However, American society has begun to move toward a more positive understanding of disability; and we are working toward reflecting that insight in our use of language.

As we build a more inclusive society, we must acknowledge that people with disabilities are, first and foremost, people. They want to lead independent, self-affirming lives and to define themselves according to their



3. People First Language

ideas, beliefs, hopes and dreams. Our language must recognize our common humanity first. Above all, we must avoid terms that demean or patronize them. In recent years, many in the disability community have come to agree on the use of People First language.

What is People First Language?

The People First self-advocacy movement began in the United States in the 1970s. A group of people with developmental disabilities was organizing a convention where people with developmental disabilities could speak for themselves and share ideas, friendship and information. Someone said, “I’m tired of being called retarded – we are people first.” The name *People First* was chosen. The development of People First Language grew out of that original statement, “**We are people first.**”

[\[http://www.people1.org/about_us_history.htm\]](http://www.people1.org/about_us_history.htm)



People First language is based on recognizing a person’s humanity and individuality rather than using a label based on disability. It focuses on the person first, the disability last. We use people-first language to emphasize the uniqueness and worth of each person, not just the differences among people. It describes what the person **HAS**, not what he or she **IS**. For example, we no longer say “the disabled”, we say “people with disabilities.” The point is to remember that people with disabilities are people first.

Variations

People First language is the accepted usage in most of the developmental disabilities and independent living communities, but agreement is not universal.

- ◆ **Variant Terms.** Many people with vision impairments, for instance, prefer to be called blind people. Likewise, some people refer to themselves as deaf or hard of hearing. Even where the use of People First Language is almost universal, there are individuals who find some of its usages awkward, wordy, and repetitive. Parts of the disability community continue to try out a variety of new terms. You may hear or see:

- Physically challenged;
- Handicapper;
- Handicapable;
- Inconvenienced;
- disABLEd; or
- Differently abled.

3. People First Language

People First advocates see these terms as condescending euphemisms. Some think they are just too artificial and “cute” for official use. They are certainly not acceptable in formal situations, and many people with disabilities and advocates find them annoying.

- ◆ **Individual Preference.** In common courtesy, any person has the right to be called by the name or term he or she prefers. When dealing with individuals, it is best to ask if you are in doubt.
- ◆ **Disability Pride.** You may sometimes hear people with disabilities speaking to each other in non-People First terms. The Disability Pride movement uses the motto, “We’re Disabled and Proud!” Michigan’s own Proud and Powerful initiative [<http://www.copower.org/leader/pandp.htm>] defines disability pride as, “Accepting and honoring our uniqueness and seeing it as a natural and beautiful part of human diversity.” Advocates encourage people with disabilities to “take back the definition of disability with militant self-pride.”



[<http://www.disabledandproud.com/>] This important, growing aspect of the disability movement will have an increasing influence on how we use language about disability in the future.

However, for now, most presentations, professional articles and grant proposals still require People First language. In official or formal settings, People First language is almost always acceptable. Many rehabilitation publications require its use in their articles. Centers for independent living and advocacy groups for people with disabilities often require it for any official purpose.

Michigan Developmental Disabilities Council Grant Proposals

The Michigan Developmental Disabilities Council (DD Council) uses People First language as its standard. We require use of People First language in all of our products. We also expect People First language in grant proposals and in all products of our grant projects. This section of our “Information and Tools” package provides specific guidance to anyone who is developing a DD Council grant proposal.

Points to Remember

1. Mention the person first and the disability second. Remember that the person is not the condition. To keep your emphasis on the person:

Do Say	Avoid
<ul style="list-style-type: none">• A woman with a physical disability.	<ul style="list-style-type: none">• A physically disabled woman.
<ul style="list-style-type: none">• A man with intellectual disabilities.	<ul style="list-style-type: none">• An intellectually disabled man, or• A retarded man.
<ul style="list-style-type: none">• People with disabilities.	<ul style="list-style-type: none">• The disabled.
<ul style="list-style-type: none">• A person who has autism.	<ul style="list-style-type: none">• An autistic, or• An autistic person.

2. Some words and phrases should NEVER be used because they carry serious derogatory connotations. Some of the most hurtful terms include:

NEVER Say:	Say Instead:
<ul style="list-style-type: none">• Victim.	<ul style="list-style-type: none">• Person with a disability.
<ul style="list-style-type: none">• Afflicted by ..., Suffers from ..., or Stricken by ...	<ul style="list-style-type: none">• Has ...
<ul style="list-style-type: none">• Crippled or lame.• Handicapped.• Deformed, or deaf and dumb.• Defective.	<ul style="list-style-type: none">• Has a disability.
<ul style="list-style-type: none">• Unfortunate, pitiful, or burden.	Nothing.

The words and terms under “Never Say,” above, are always hurtful when used to describe people. People with disabilities don’t want to be seen as victimized, afflicted, suffering or stricken. “Crippled,” “lame,” “handicapped,” “deformed,” and “deaf and dumb” are all negative, emotion-laden terms that speak to **lack** of ability. “Defective” is dehumanizing. Appliances may be defective - Babies are not. As for “unfortunate,” “pitiful,” or “burden,” just don’t use them to refer to people



3. People First Language

with disabilities. These are inappropriate emotional terms. They foster inaccurate stereotypes and serve no useful purpose.

3. People who use wheelchairs use them as tools for getting where they want to go. Many feel that they are **freed** by their wheelchairs, certainly not imprisoned by them.

NEVER Say:	Say Instead:
<ul style="list-style-type: none">• Confined to a wheelchair.• Wheelchair-bound.	<ul style="list-style-type: none">• Uses a wheelchair.

4. Adults with intellectual disabilities are adults.

NEVER Say:	Say Instead:
<ul style="list-style-type: none">• Childlike, boy, or girl, when talking about an adult.	<ul style="list-style-type: none">• Person, man or woman.

5. Use objective descriptors instead of these negative, emotional terms.

Do Say	Avoid
<ul style="list-style-type: none">• John Smith has cerebral palsy.	<ul style="list-style-type: none">• John Smith is a cerebral palsy victim.• John is a cerebral palsy (or a CP).
<ul style="list-style-type: none">• A woman with muscular dystrophy	<ul style="list-style-type: none">• A woman who is afflicted by muscular dystrophy.• A woman who suffers from muscular dystrophy.
<ul style="list-style-type: none">• Mary Jones uses a wheelchair.	<ul style="list-style-type: none">• Mary Jones is confined to a wheelchair.• Ms. Jones is wheelchair-bound.
<ul style="list-style-type: none">• Mr. Johnson uses crutches.	<ul style="list-style-type: none">• Mr. Johnson is crippled.• He is a cripple.
<ul style="list-style-type: none">• A newborn with disabilities.	<ul style="list-style-type: none">• A defective newborn.• A child with birth defects.
<ul style="list-style-type: none">• People with mental retardation (or intellectual disabilities).	<ul style="list-style-type: none">• The mentally defective.• The mentally retarded. <p>And absolutely not:</p> <ul style="list-style-type: none">• Retards.

3. People First Language

6. When describing people who do not have disabilities say, “People without disabilities.”

Do Say	Avoid
<ul style="list-style-type: none">• People without disabilities• Temporarily Able-Bodied person (TAB).	<ul style="list-style-type: none">• Normal people.

7. People with disabilities are **NOT** chronically ill or sick. A disability may be caused by a disease like polio or rubella, but the disability is not the disease. Do not say “patient” unless you are talking about the relationship between a person with a disability and a health care professional.



8. Avoid casting a person with a disability as “inspiring,” or as a superhuman model of courage. People with disabilities are people, not tragic figures or demigods.

- They do not require special courage just to live;
- Most do not think that their lives should “inspire” you; and
- Some of them are not always cheerful.

9. Avoid terms that suggest that the disability itself makes someone “special.”

Do Say	Avoid
<ul style="list-style-type: none">• Children who receive Special Education Services.	<ul style="list-style-type: none">• Special children; or• “Special Needs” children.

10. Do not use “special” to mean segregated. Separate schools, or buses just for people with disabilities, are situations that disconnect them from their community, and the separateness often interferes with their getting where they want to go or doing what they want to do. Many of them feel that there is nothing special about these segregated settings.

11. Would you like to be labeled? ... To be defined by only one part of who you are? Using People First language is a matter of good manners and treating people the way you would like them to treat you. Address others as you would like to be addressed.

12. If the disability is not relevant to your context, why mention it at all? Say “man,” “woman,” “child,” “employee,” “member.” Or, to quote from the Texas



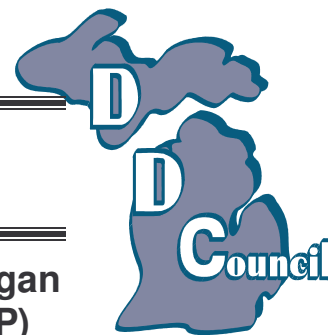
3. People First Language

Council on Developmental Disabilities, say:

“Friends, neighbors, coworkers, dad, grandma, Joe’s sister, my big brother, our cousin, Mrs. Schneider, George, husband, wife, colleague, employee, boss, reporter, driver, dancer, mechanic, lawyer, judge, student, educator, home owner, renter, man, woman, adult, child, partner, participant, member, voter, citizen, amigo or any other word you would use for a person.”

References

- ◆ *Beyond The AP Stylebook: Language and Usage Guide for Reporters and Editors*. Ragged Edge Online. Copyright 1992 The Advocado Press, Inc. <http://www.ragged-edge-mag.com/mediacircus/styleguide.htm>
- ◆ *People First Language: Communicating with and about People with Disabilities*. From the New York State Department of Health. <http://www.bridges4kids.org>.
- ◆ *People First Language: A commentary by Kathie Snow*. www.disabilityisnatural.com.
- ◆ *A Brief History of the Disability Rights Movement*. The Anti-Defamation League. <http://www.adl.org>.
- ◆ *Describing People with Disabilities*. Texas Council for Developmental Disabilities. <http://www.txddc.state.tx.us/resources/publications/pfanguage.asp>
- ◆ *A Media Guide to Disability: The Language We Choose*. Connecticut Council on Developmental Disabilities. <http://www.ct.gov/ctcdd/site/default.asp>.
- ◆ *People First Language*. Hawaii Developmental Disabilities Council. <http://hiddc.org/language.htm>.
- ◆ Website of People First of Oregon. http://www.people1.org/about_us_history.htm
- ◆ Disabled and Proud Website. <http://www.disabledandproud.com/>



4. Checklists

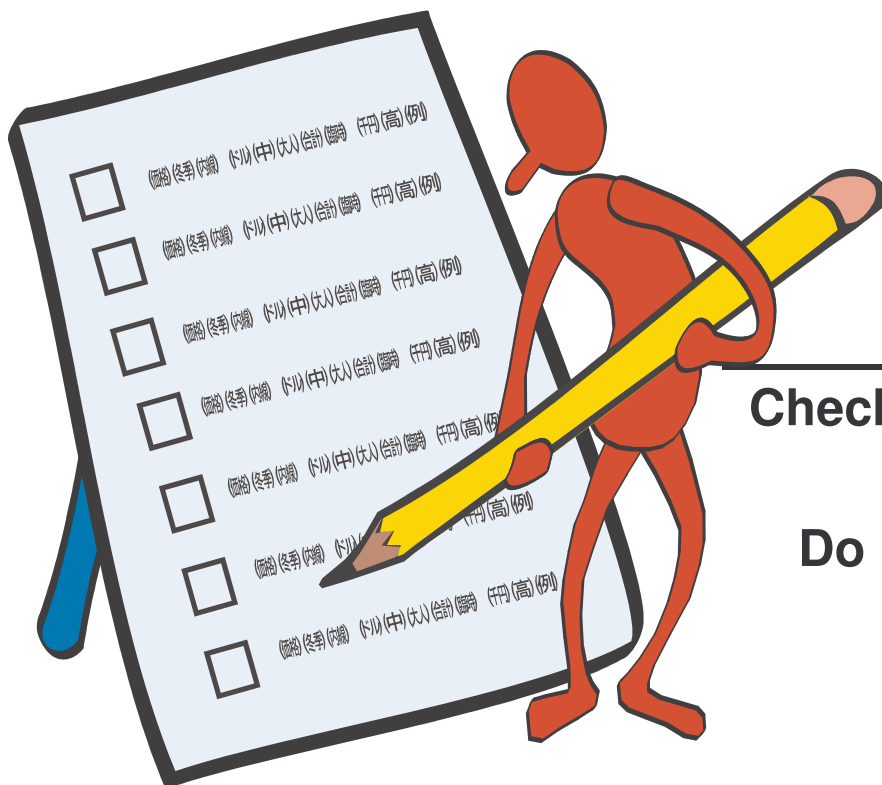
For assessing proposals developed in response to a Michigan Developmental Disabilities Council Request for Proposals (RFP)

The following tools are provided for your convenience, to help you cross-check your proposal, to assure that it includes all the needed elements, and, to some extent, to help you assess the completeness of your plans for elements like outreach, cultural competence and sustainability.

4.A. Checklist of General Requirements: Elements needed for ALL responses to DD Council RFPs

4.B. Checklist for Reviewing *Including Our Neighbors*

4.C. Sustainability Checklist: Indicators of Readiness and Ability to Promote Sustainable Systems Change



**Checklists are provided for
YOUR convenience.
Do not include them with
proposals.**

4.A. Checklist of General Requirements

Elements needed for ALL responses to DD Council RFPs

Proposal Cover Sheet is completed, including:

- ☐ Complete contact information (address, phone, fax, email);
- ☐ Authorizing signature, with the top copy in original colored (not black) ink.
- ☐ Brief summary of the project under “Project Title and Summary.”
- ☐ Budget figures at the bottom for the first year of the proposed project.

Summary of Assurances, including description of:

- ☐ How people with DD and family members, including minorities, participated in developing the proposal;
- ☐ How they will participate in carrying out and evaluating the project and where plans are in the proposed workplan;
- ☐ Minority outreach and cultural sensitivity in development, execution and evaluation;
- ☐ How the proposed project will evaluate its activities and accomplishments, including where to find it in the proposal;
- ☐ Plans for assuring that project outcomes are sustained beyond the grant period;
- ☐ How information and products will be disseminated.

Narrative Summary, including summary information about:

- ☐ Problems to be addressed;
- ☐ Activities: What the proposed project would do;
- ☐ Organizational capacity of the applicant agency and other participating organizations;
- ☐ How the proposed activities will lead to the targeted outcomes specified in the RFP;
- ☐ Where and how data will be collected, analyzed, reported and used to improve the project;

4.A. Checklist of General Requirements

- ☐ What the proposed project will do to assure sustainability; and
- ☐ Dissemination summary for the Council's use in announcing awards.

Target groups: Description and **NUMBERS** of people the project expects to serve, train, educate, or influence. These may include:

- ☐ Number of people with DD by the level of supports needed;
- ☐ Number of people with DD by other relevant characteristics;
- ☐ Other target groups by their role for people with DD and by the characteristics that matter in the project's context.
- ☐ All target groups by race.

Outreach Strategies: Description of the proposed project's plans to assure diverse participation by:

- ☐ Members of minorities and culturally distinct populations;
- ☐ People with all categories of developmental disabilities;
- ☐ People who need all levels of support, with emphasis on those with high and very high support needs.

Workplan and Schedule forms, including one table for each quarter of Year One of the project.

Budget Forms for Year 1 of the project, including:

- ☐ Program Budget Summary, and
- ☐ Program Budget-Cost Detail.

Review Criteria:

- ☐ The completed proposal has been checked against them. (Sec. II of the RFP.)

4.B Checklist for *Including Our Neighbors*

- ☐ The state-level project will:
 - ☐ Publicize the project to community groups, local agencies, and neighborhood associations across the state.
 - ☐ Set criteria for selecting the groups to participate and develop an application, review and award process.
 - ☐ Seek applications from local groups, and select those that will carry out the neighborhood-level efforts.
 - ☐ Provide technical assistance to local efforts that are funded.
 - ☐ Facilitate exchange of information among the local efforts about the approaches they're using and the results they're getting.
 - ☐ Develop a state-level advisory group that will help with implementation and evaluation issues. The group will consist of:
 - ☐ People with DD, their family members and other allies;
 - ☐ Representatives from among groups sponsoring local efforts;
 - ☐ Members with expertise in community organizing, inclusion, self-determination, evaluation, and other areas needed by the project.
 - ☐ People with DD and family members who participate will receive stipends for their time devoted to the advisory group.
- ☐ Each local effort will:
 - ☐ Work with a grassroots community group or in a neighborhood to plan and carry out community-building activities that will:
 - ☐ Collaborate with local residents with DD and their allies, using existing resources and relationships, as appropriate;
 - ☐ Build on strengths, opportunities, needs and gaps identified using methods such as community scan or resource mapping;
 - ☐ Base its work on principles that include local control, self-help and collective action with a clear public benefit.
 - ☐ Encourage area residents to take part in planning and carrying out their activities, including full involvement by residents with DD.
 - ☐ Use funds from the state-level project to provide the supports and accommodations needed by area residents with DD, including people with the highest support needs.

4.B Checklist for *Including Our Neighbors*

- ☐ Promote interaction and strengthen relationships among diverse members of the community, including people with DD and others of all ages and races; service providers; employers; schools; faith-based and other community organizations; and community leaders.
- ☐ Build on the relationships it develops to help people with DD to achieve personal outcomes of their own choice, including housing, jobs, caring relationships, civic opportunities and recreation, etc.
- ☐ Develop community support for including people with DD and providing the community services and supports they need.
- ☐ The proposal shows how each local effort would achieve one or more of the following outcomes:
 - ☐ New collaborations, programs, and projects in project neighborhoods.
 - ☐ Increased involvement of neighbors in the lives of people with DD.
 - ☐ Increased interaction among people within project neighborhoods.
 - ☐ Increased employment of people with DD.
 - ☐ Increased number of people joining organizations.
 - ☐ Increased size and strength of the support circles of people with DD in project neighborhoods.
 - ☐ Increased community support for including people with DD in the community and providing the services and supports they need.
- ☐ The proposal describes how the project would develop a replication manual that will be useful to neighborhoods and communities interested in doing similar projects. The manual will include:
 - ☐ The marketing materials that the project used in recruiting local groups to participate;
 - ☐ Training and technical assistance materials to support local efforts;
 - ☐ Any other task-specific materials used to carry out the project; and
 - ☐ A compilation of success stories from a variety of local efforts funded by the grant.
- ☐ The proposal includes a plan for marketing the availability of funds and technical assistance to community groups, local agencies, and neighborhood associations across the state.

4.B Checklist for *Including Our Neighbors*

- ☐ The proposal includes a description of the applicant organization's achievements in similar efforts.
- ☐ The proposal includes examples of products from previous efforts, including recruitment and organizational development products.
- ☐ The proposal includes two complete budgets:
 - ☐ One two-page budget for FY 2009, which is a partial project year; and
 - ☐ One two-page budget for FY 2010, which is a full project year.
- ☐ The proposal includes letters of support with concrete specifics about:
 - ☐ The letter-writer's experience with the applicant's collaborative work and community organizing experience, and
 - ☐ What the organization or individual commits to do and/or provide to support the proposed project.
- ☐ The proposal includes description of the applicant's access to the skills and experience needed to carry out the proposed project.
- ☐ The proposal includes description of the applicant's experience with, understanding of, and commitment to, self-determination and community inclusion for people with DD and their families.
- ☐ The proposal includes evidence that the applicant has substantial support from the people and organizations whose help can assure the project's success.

4.C. Sustainability Checklist

Indicators of Readiness and Ability to Promote Sustainable Systems Change



Does the organization have:

- ☐ **Strong Organizational Commitment to Systems Change as indicated by:**
 - ☐ A collective desire to be a champion team.
 - ☐ A “*Yes I can*” attitude.
 - ☐ Strong leadership commitment to the efforts needed for the proposed project to succeed.
 - ☐ Leadership is willing to take risks and support innovative programming.
 - ☐ Organizational mission and focus compatible with the Council’s intended outcomes for the project.
- ☐ **Consumer-Driven Focus as indicated by:**
 - ☐ Program flexibility that allows consumers’ needs and preferences to direct service provision.
 - ☐ Long-term organizational commitment to self-determination for people with disabilities.
 - ☐ Significant use of consumer input in developing plans and in operating and evaluating programs.
- ☐ **Effective Use of External Resources as indicated by routinely:**
 - ☐ Making positive use of factors like state funding or job market shifts.
 - ☐ Building on prior relationships with other organizations to implement system change projects.
- ☐ **Ability to Build on Existing Resources as indicated by:**
 - ☐ The organization and its staff have experience with innovative programming and systems change.
 - ☐ A history of making creative use of available resources in the community.



Do the planned activities include:

- ☐ **Actively Spreading The Word About Project Successes, as indicated by plans for promoting:**
 - ☐ Citizen, policymaker, and leader awareness of the project's successes.
 - ☐ Stakeholder buy-in to systems change, service innovation and other targeted outcomes.
- ☐ **Commitment to Tenacity in Pursuit of Change and Success as indicated by plans for:**
 - ☐ Eliminating and/or circumventing barriers to the project's objectives.
 - ☐ Evaluation that will provide ongoing information about their progress toward their goals.
- ☐ **Moving the Sponsoring Organization Towards Recognition as an Expert in Innovation by:**
 - ☐ Developing expertise over time via projects and activities that build on one another, promoting a growing sense of competence and recognition within the organization and in the community.
 - ☐ Informing decision makers and community members of the organization's efforts and successes.
- ☐ **Promoting New Philosophies And Practices In The Community, as indicated by plans for:**
 - ☐ Formal and informal education to foster change in the community.
 - ☐ Promoting change in the policies and practices of community agencies.
 - ☐ Targeting the project to motivated consumers who *want* to pursue changes in their lives.
 - ☐ Using a holistic approach, recognizing that the project addresses only one part of participants' lives, and integrating project efforts with other important services in the community.
 - ☐ Establishing the project as a resource rather than as an ongoing service provider, and providing training for the community service system on how to provide the innovative services.

Continued: Do the planned activities include:

- ☐ **Creative Development of Long-Term Funding by plans for:**
 - ☐ Identifying alternate sources of funding.
 - ☐ Applying for foundation grants and seeking community dollars.
 - ☐ Redirecting organizational funds for flexibility and to facilitate long-term funding.
 - ☐ Embedding project efforts into other, already existing line-item services.
 - ☐ Collaborating with other community organizations in long-term project funding
- ☐ **Incorporating a Strong Consumer-Driven Effort by plans for:**
 - ☐ Major consumer involvement in planning and decision-making, and in project operations.
 - ☐ Mobilizing consumers at a grassroots level to direct change.
 - ☐ Evaluation that engages consumers in assessing the project's progress, products and achievements, and in developing ways to use evaluation information to improve the project.
- ☐ **Creating Effective Collaborative Relationships with key Stakeholders/ Agencies by:**
 - ☐ Creating partnerships with needed stakeholders.
 - ☐ Outsourcing service delivery to others who can easily integrate and sustain long-term efforts.
 - ☐ Sharing resources and costs of service provision with other key community agencies.
 - ☐ Recognizing and respecting partners' roles in the process.
- ☐ **Making it Easy for Consumers and Staff to Promote Sustainability by:**
 - ☐ Recognizing and respecting partners' roles in the process.
 - ☐ Taking time to foster shifts in community attitudes through formal and informal education.
 - ☐ Building the needed support network by enhancing and building on existing resources.
 - ☐ Actively spreading the word about project successes.

5. Vendor Registration with the State of Michigan.

You need to be registered as a vendor with the State of Michigan before you can:

- Receive payment from the State of Michigan.
- Do business with the State.

This applies to individuals, businesses, non-profit organizations, units of government, municipalities, schools, colleges and universities. Contractors and vendors can register to sell goods and services to the State.

The DD Council cannot issue a grant award to an organization unless it is registered.

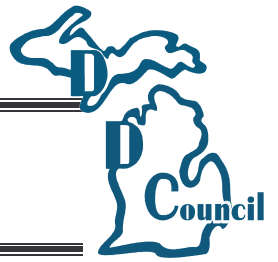
The state provides several ways you can register:

- You can register on line at <http://www.cpexpress.state.mi.us/>. The site also offers an on-line training module, which may be useful if this is your first time using it.
- Email your request to DMB-vendor@Michigan.gov, or
- Telephone to (888) 734-9749 [toll-free] or (517) 373-4111 [local in Lansing], or
- Fax to (517) 373-6458.



Registering ahead of time will speed up the grant process and reduce the delay between receiving an award letter and receiving grant funds.

The state makes grant payments through electronic fund transfer (EFT). EFT details are part of the vendor registration process and are available on the State of Michigan's Internet site:
<http://www.cpexpress.state.mi.us/>.



6. Information Specific to *RFP 2009.B*

- 6.A. What do the Principles of Self-Determination Mean for Me?**
- 6.B. Seattle Stories**



What Do The Principles Of Self-Determination Mean For Me?

FREEDOM - People with disabilities must be free to decide how to live their own lives.

That means:

- Choosing where and with whom you want to live
- Choosing what you want to do and where and when you want to work
- Being free to do the things that interest you
- Creating the support system you want and choosing support that fit your needs and your personality
- Taking risks and possibly failing

AUTHORITY - People with disabilities must have the authority to determine where and how to spend the public funds.

That means:

- Knowing and controlling the public funds allotted to you
- Deciding what aspects of your life should receive the most attention
- Having the authority to hire and fire people who serve you
- Having your preferences heard and your decisions followed

SUPPORT - People with disabilities must be allowed to organize resources in formal and informal ways that enhance their lives and are meaningful to them as individuals.

That means:

- Being free to choose your caregivers
- Gathering input from people who care about you
- Being allowed to fund the support services that are best suited to your situation
- Being free to switch services and service providers if your situation changes or you're dissatisfied

RESPONSIBILITY- people with disabilities must be given responsibility for the wise use of public funds and must be recognized for the contributions they make to their communities.

That means:

- Receiving competitive wages for competitive work
- Being held accountable for the decisions you make
- Making good financial choices that support clearly defined goals
- Being given the chance to volunteer in the community and participate in community events

CONFIRMATION- People with disabilities must be allowed to play important, meaningful roles in restructuring the system.

That means:

- Sharing your opinion with people in decision-making roles
- Being free of retaliation
- Acting as a change agent by taking part in the legislative process
- Offering constructive ideas for change

Reprinted from [Partners in Living](#)-- a self-study course created to help people with developmental disabilities, their family and friends explore four important elements that, together, can help them create a meaningful life: Self-Determination, Family Support, Community Living and Assistive Technology. [The Minnesota Governor's Council on Developmental Disabilities](#)

Downloaded from <http://www.seattle.gov/neighborhoods/involve/who.htm>. These stories are included here to show you some of the things that Seattle did with “Involving All Neighbors.”

Seattle Stories

Who Is Involved

“Building Inclusive Communities in Seattle”

Anne and Christina: Friends Hanging Out and Helping Out



Anne and Christina have known each other since preschool days. Although Anne is finishing her degree at Seattle University and Christina is working at the Little Anchor Childcare, they see each other almost every Saturday because they volunteer together at Children’s Hospital. Anne calls it “a good way to hang out with each other every weekend. We hang out and help out at the same time.”

Anne and Christina got the idea to volunteer at Children’s Hospital when they took part in a Get Involved in Your Neighborhood workshop put on by Involving All Neighbors. The workshop was for persons with developmental disabilities who wanted to get involved in their neighborhood but didn’t know how. Each participant came to the workshop with a friend to make the first steps of neighborhood involvement more

comfortable and fun -the buddy system.

Anne and Christina identified their common interests as children and books. They explored their neighborhood to find out what goes on there. Christina lives near Children’s Hospital. From that realization it was a short jump to the idea of volunteering to read to children who were patients at the hospital.

Christina and Anne called Children’s Volunteer Office. They provided personal recommendations, interviewed with the volunteer coordinator, were tested for TB, went through a State Patrol check, and attended a two-hour orientation session. Anne and Christina were then ready to volunteer and were assigned messenger duty. For two hours every Saturday afternoon, they delivered specimens from the hospital wings to the lab, flowers and balloons to children, and wheelchairs to the greeter’s desk. There were also special projects like making infant bracelets and labeling envelopes. They soon learned their way around the enormous hospital.



Anne knew she would not be available to volunteer with Christina the following summer and wanted to find a replacement so Christina could continue to volunteer. One person she asked was leaving town for the summer, another was too busy. Anne happened to mention her disappointment to her friend Scott and out of the blue he said he would

take her place. He began while Anne was still in town, and the two took turns volunteering with Christina. Christina was able to continue at Children’s and made a new friend at the same time.

When they showed up at the Get Involved in Your Neighborhood workshop, Anne and Christina had no idea what they were getting into. They couldn’t see themselves working to restore streams or growing vegetables in community gardens like some other participants wanted to do. They stuck to activities they were interested in and they stuck close to home, and that made it possible to begin and keep going.

Archie and the Creation of Charlestown Park

Archie loves to garden. The garden in his small rental home in the Delridge neighborhood is full of plants. Archie’s interest goes beyond his own yard, though. He participates in work parties cleaning up a creek that flows in a wooded ravine near his home. He also helps some of his neighbors prune their trees and weed their gardens. Archie is also the president of the West Seattle chapter of People First, an advocacy organization for people with disabilities.



The advisor for Archie’s People First organization suggested that a nearby property owned by the Seattle Water Department had the potential to become a park. Archie and the other members of the group were excited by the possibility. The property had fantastic views of downtown Seattle and the Cascade mountains, and Archie and his friends began to imagine the beautiful new park they could create with their neighbors.

With their advisor’s help, Archie and his group secured a Neighborhood Matching Fund grant to design the neighborhood park. Then they organized a neighborhood meeting to start the design work. They found a meeting place in a neighborhood church, posted flyers about the meeting, and doorbelled to make sure everyone in the neighborhood was invited to participate. Two months and several meetings later, the People First group and their neighbors had created a design for the park.

As the park was constructed, Archie and his group were able to take pride in the fact that it had come about because of their efforts. They were a little disappointed that there was not enough money to include all the public art features they had dreamed of, but on the whole were delighted with the new park. And as the park was designed and built, they saw themselves grow into a central and vital neighborhood organization that had started a project to unite their neighbors.



Darris and the Southwest Family Center: Creating a Place for All Families

By Rachel Kirby

Darris lived with her husband and two young children in Delridge but there were no activities and services designed for children with developmental disabilities. Darris had

to take her son out of her neighborhood for suitable and welcoming activities. She was frustrated to have nowhere in her neighborhood for her son to go to be with other neighborhood kids and to have to drive so far from home.



When Darris approached the Southwest Family Center to explore their interest in involving families who have kids with special needs, the Family Center staff indicated they wanted to include families who have members with disabilities, they just didn't know how to begin.

With a small grant from the Department of Neighborhoods, the Family Center hired Darris to talk with family members of

people with disabilities about how they would like to be involved in the Family Center and other neighborhood places. Darris listened to people and invited them to come, and soon people with developmental disabilities and their family members did come to the Family Center. Support groups came together and met regularly. Sign language classes were offered and invitations were extended to Family Center dinners and celebrations. People with disabilities and their families began attending Friday night gatherings. One young man with disabilities joined the Delridge Youth Group and another young man with autism became a regular volunteer at the Center. Family Center staff members talked about disability and inclusion.



The Center hired a childcare worker who had experience with children with disabilities so that families would feel comfortable. They also applied for money from local foundations to continue the work.



In a short time, the Family Center became a welcoming place for all families in the neighborhood. Families with special needs children had a place in their neighborhood where they felt heard and comfortable. Darris became a recognized leader, not only organizing family groups and getting individuals involved in community activities, but also participating in other

neighborhood organizing activities. Darris's leadership has provided a lasting legacy at the Southwest Family Center.

One example is Jason, a 21-year-old with autism. Last June Jason finished high school and his family began searching for structured activities for him to participate in. They found the Southwest Family Center, just a few blocks away from Jason's house. It seemed an ideal place for him to get involved. As a volunteer, once a week, Jason tidied the playroom, stacked library books, and cleaned tables. While Jason volunteered, his sister participated in the After-School Tutoring Program and his stepfather took a much-needed walk. Jason's stepfather says that coming to the Family Center was something Jason looked forward to every week and that the whole family benefited from his experience.

Larry: Activist with Disabilities Leads in his Neighborhood



As an active member of People First, a self-advocacy organization of persons with disabilities, Larry lobbied the State Legislature about issues that particularly affect persons with disabilities, such as access to public transportation and affordable housing. He helped establish a People First chapter in his neighborhood and in another town in Washington State. These experiences gave Larry confidence and skills to take a leadership role in his neighborhood.

Larry doesn't own a car; instead he walks all over his neighborhood using the crutches necessitated by his cerebral palsy. As an employee of Metro Transit, he knows all about the local bus system. When his neighborhood began creating a comprehensive neighborhood plan, he realized that his perspective as a pedestrian and his transportation knowledge would be invaluable to the planning effort.

Like many people when they first become active in their neighborhood, Larry needed encouragement and help along the way. Daniel, who worked with neighborhood planners in Capitol Hill, introduced Larry to Russ, the president of the Capitol Hill Community Council. The three men talked about the issues Larry cared about and ways he could bring his issues to the council. With the help and encouragement of Daniel, Russ, and others, Larry joined the organization.



Jose, who works for the Department of Neighborhoods' Capitol Hill



Neighborhood Service Center, helped Larry organize a presentation to the community council about accessibility and inclusion. These became neighborhood issues, important to and for everyone in the community.

Larry became more and more active in the Capitol Hill Community Council. Eventually, he ran successfully for the office of vice president of the council.

As Larry notes: "My involvement in the Capital Hill Community Council, along with other things I do, reminds me of that song from The Sound of Music, 'Do Re Me.' Once you know the notes, you can sing any song. Equating that with involvement, I believe once you know where to go and who's involved, you can do most any thing."



Lois, Thomas and Ballard Rising: Reaching Out can be Fun

Ballard Rising began when Laurie from Northwest Center, an organization that finds community volunteer opportunities for people with disabilities, contacted neighborhood leaders in Ballard to see if there were opportunities there. She met Thomas from the Ballard Neighborhood District Council, and Lois and Karen from the local chapter of People First, a self-advocacy organization for people with disabilities. The four began to plan an event to get new people involved in Ballard activities.

They came up with an event idea they called ‘Ballard Rising.’ They received a small Neighborhood Matching Fund grant, and divided up the work of creating a small sidewalk festival in the neighborhood business district that would feature booths about the neighborhood P-Patch community garden, Block Watch, Arts Ballard, and other organizations.

They held Ballard Rising on a day in May, after weeks of Seattle rain. Laurie, Thomas, Lois, and Karen placed helium balloons, flowers, a table, and chairs in front of designated storefronts along Market Street. Their idea was simple: go where people already gather, welcome them with friendly greetings and conversation, offer a little food and coffee, and have fun. Their intent was to get new people involved in the neighborhood and, particularly, to reach out to neighbors with developmental disabilities.

As Ballard residents strolled down Market Street on that Saturday morning, Thomas, Lois, Laurie, and Karen could see that it was working. People were stopping at tables strategically placed at favorite neighborhood gathering spots: two bakeries, a bookstore, and the Ballard Family Center. Each table had representatives from different neighborhood groups who greeted the passersby, and offered free coffee and baked goods donated by local businesses.



At these tables, visitors found out about activities and volunteer



opportunities at an elementary school, a community association, the local historical society, Block Watch, Ballard P-Patch, the Ballard District Council’s Rail Committee, Ballard People First, Arts Ballard, and the Ballard branch library, to name a few. Thomas or Laurie directed passersby to the tables that related to their particular interests, whether that was organic gardening, public art, books, children, transportation, safety, history, you name it. By the end of the day,

hundreds of people had walked by, many had signed up to find out more about a particular neighborhood group or activity, and 100 folders of neighborhood information had been picked up. It was a success. If they didn’t know it before, the people who were in downtown Ballard that day found out their neighborhood had a way for everyone to be involved.



One of the people who came to Ballard Rising, Kristin, had lived in Ballard for ten years, but had never felt included in the neighborhood. As she described Ballard Rising, she said, “I felt welcome. Ballard Rising made me feel more a part of the community.”

Lois, Thomas, Laurie and Ken plan to make Ballard Rising an annual event.

Susan, Raymond and Ginger: Sharing Neighborhood Talent and Friendship

By Susan Harmon

Raymond, who lives in Seattle’s Westwood neighborhood, had been known as Raytoe the Clown. Ginger often acted as his assistant. Raymond loved to paint his face, don his clown costume, and make balloon animals for the children that surrounded him at several local community centers. Even being in a wheelchair didn’t slow him down much. What did slow him down was the lack of funds to buy balloons. One of the first things we did was to buy Raymond and Ginger a supply of balloons so that they could entertain children at the Delridge Neighborhoods Festival in Southwest Seattle.

The Involving All Neighbors grant also paid for the registration fee that allowed Ginger and Raymond to participate in the Southwest Community Center’s annual plant and craft sale held in May. This was a great opportunity for Ginger and Raymond to sell the crafts they were making during the long hours they spent at home. A little money went a long way toward getting them out into the community.



Mobility was also an issue. They had done quite a bit of clowning when Raymond was able to drive, but that decreased when

the doctors no longer allowed him to drive. Ginger did not drive so they both depended on public transportation. They were eligible to use the transit system’s vans for wheelchair passengers but the van carries passengers only. So one neighbor arranged to pick up Raymond and Ginger’s merchandise and take it to the community center the day before the event. At the craft show, a couple in the booth next to Ginger and Raymond discovered they lived near each other and had common interests.



Those neighbors offered transportation and the two couples developed a friendship that deepened over time. They invited Raymond and Ginger to perform at several other community events. When Raymond’s health deteriorated, their new friends brought food to their house. Raymond and Ginger felt less isolated in their neighborhood.

Raymond and Ginger’s participation in the neighborhood continued, even as his health



deteriorated because of diabetes. Last year, a large community group was putting together a project called The Inclusion Solution. The idea for this community festival came from our experiences with Involving All Neighbors. We wanted to extend our inclusion effort to anyone in the community who might experience inclusion barriers, such as culture or language. The Inclusion Solution was an ambitious project to celebrate diversity in our neighborhood. Sandy, a steering committee member, went to Ginger and Raymond to ask

them about clowning and selling their crafts at the event. They did that and participated in the event in other ways as well, making colorful badges for the event volunteers.

It's interesting how we begin by seeing differences between others and ourselves but, when brought together, find that we all have more in common than we have differences. Ginger and Raymond, just by being who they are, have opened doors for many of us in West Seattle.

Additional Information About Seattle's Neighborhoods Program:

About Involving All Neighbors:

<http://www.seattle.gov/neighborhoods/involve/about.htm>

Small and Simple Projects Fund:

<http://www.seattle.gov/neighborhoods/nmf/smallandsimple.htm>

Race Relations & Social Justice: <http://www.seattle.gov/neighborhoods/rrsj>